



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

Attitude Of B.Ed., Students Towards Entrance Examinations

* Dr Madanapalli Subramanyam

Academic consultant,

I.A.S.E, S.V UNIVERSITY,

TIRUPATHI-517502

Andhra Pradesh.

** Dr Kishore Nookala

Academic consultant,

Dept of Education, S.V University,

Tirupathi-517502,

Andhra Pradesh.

ABSTRACT

The present-day examination system generally patronizes memorization rather than clear understanding of critical facts in a logical order. Malpractice in public examinations seems to be the order of the day, making it difficult for the administrators to select deserving students for higher education on the basis of marks obtained at public examinations. Several educators have therefore advocated the idea that we should have entrance test to select students for higher education. There is general criticism towards entrance examination. There are some courses for which the entrance examinations for the admission of the students have been vogue. On the whole, there is confusion among the educators and educational administrators that whether there is any need to conduct entrance examinations.

This purpose is aimed to get the opinion of the students who have actually taken the entrance examinations. The opinion of the students through the empirical data to select the students to know that they had positive attitude or negative attitude in entrance examinations is essential in choosing the problem.

KEY WORDS: Entrance Examination, Attitude, B.Ed. Students

Introduction;

In the earlier days admission to higher and professional studies was essentially based on the performance in the board examinations conducted annually by various States. The gradual degeneration of the conventional examination system manifested in frequent leakage of question papers, manipulation of marks, copying and use of unfair means by all involved (administration not ruled out). Further, lakhs of students enrolled in about 9000 colleges affiliated to more than 250 Universities in the country with vastly different syllabi, are competing for admission to professional colleges as well as post graduate studies. Entrance examinations have been devised by some reputed institutions to screen this large set of students coming from vastly different backgrounds for admission.

One successful example is the Joint Entrance Examination (JEE) conducted by IITs. Subsequently, most of the State and Central Universities have started entrance examination in many fields. They have proliferated enormously and indirectly contributed to the coaching culture. With the passage of time both the entrance examination as well as coaching institutions have become the important source of resource generation to the detriment of the candidates. It is estimated that the coaching activities in our country generate about Rs.1,500 crores for examination in disciplines like Engineering, Medicine, Dentistry, Cultivation, etc., besides Postgraduate studies. From the candidate's point of view, it is unavoidable expenditure. Each candidate spends about Rs.20,000/- towards coaching and another Rs.5,000/- to appear in about 4 – 5 entrance examinations on an average.

Objectives of the study

1. To study the attitude of male and female B.Ed. students towards Entrance Examinations.
2. To study the attitude of different ages of B.Ed. students towards Entrance Examinations.

Hypothesis of the study

1. There would be no significant difference between male and female B.Ed. students in their attitude towards Entrance Examinations.
2. There would be no significant influence of 'Age' on attitude of B.Ed. students towards Entrance Examinations.

VARIABLES

Gender

Age

SAMPLE

The sample was selected randomly for 240 B.Ed. students from different colleges in S.V. University area.

ATTITUDE SCALE

Attitude scale to measure the attitude of the B.Ed. students towards entrance examinations was prepared following the usual procedure of test of Standardization. It contains 35 items selected from a large pool of items prepared by going through the related literature and collecting the opinions of a group of B.Ed. students about entrance examination. The items were arranged on a five-point scale. The internal consistency of each of the item was established by **Likert's (1932)** procedure of internal consistency.

The scoring procedure was in accordance with Likert who advocated arbitrary weighting instead of the time consuming and laborious normal deviate system of weighting. The scoring procedure was simple, not time consuming.

DATA COLLECTION, SCORING AND ANALYSIS

Statements were prepared in the regional languages i.e. Telugu. Before taking the data from students they were informed about the nature and importance of the work. The attitude scale was administered total 240 students from S.V. University area.

The data selected was tabulated for the retention of the statements. Among the 35 statements 16 are positive and 19 are negative statements. By calculating the Mean, Mode, Skewness, the attitude of total sample was estimated.

Comparative study of attitude was also used to estimate the attitude of students in different colleges.

TESTING OF HYPOTHESES

HYPOTHESIS - 1

There would be no significant difference between the attitude of male and female B.Ed. students towards Entrance Examinations.

Hypothesis -1 is tested by employing 't' technique and results are presented in table.

TABLE – 11

The Influence of 'Gender' on attitude scores
MEAN, SD & 't' value of attitude scores

S.No.	Gender	N	M	SD	't' value
1	Female	152	112.197	9.624	
2	Male	88	110.489	9.568	1.330 @

@ 't' value is not significant at 0.05 level

The difference between two means is tested by using 't' test. Then obtained 't' value is 1.330. The table value for 238 df is found to be 1.97 at 0.05 level. The table value is greater than calculated value. Hence, the difference between female and male students is not significant at 0.05 level. Therefore, the null hypothesis is accepted.

HYPOTHESIS - 2

There would be no significant influence of 'Age' on attitude of B.Ed. students towards Entrance Examinations.

Hypothesis -2 is tested by employing 't' technique and results are presented in table.

TABLE – 12

The Influence of 'Age' on attitude scores
MEAN, SD & 't' value of attitude scores

S.No.	Age	N	M	SD	't' value
1	20-25	166	110.470	9.462	
2	Above 25	74	114.041	9.574	2.678 **

** 't' value is significant at 0.01 level

The Mean of the attitude scores of above 25 aged students is greater than 20-25 aged students.

The difference between two means is tested by using 't' test. Then obtained 't' value is 2.678. The table value for 238 df is found to be 2.60 at 0.01 level. The table value is less than calculated value. Hence, there is significant influence of 'age' on attitude of B.Ed. students towards entrance examinations. Therefore, the null hypothesis is rejected.

CONCLUSIONS

From the results obtained in the investigation, the following conclusions are drawn.

- 1) An analysis of the attitude scores of the students of different B.Ed. colleges showed that the female and male students have same opinion towards entrance examinations. So there is no difference in their attitude towards entrance examinations.

Thus, the hypothesis "there would be no significant difference between male and female B.Ed. students' attitude towards entrance examinations' is accepted.

- 2) An analysis of the attitude scores of the students of different B.Ed. colleges showed that different ages of students have different opinion.

Thus the hypothesis "there would be no significant influence of 'Age' on the attitude of B.Ed. students towards entrance examinations' is rejected

EDUCATIONAL IMPLICATIONS

According to some educationists and administrators the entrance examinations will help for the admission of only meritorious students. If such meritorious students are providing an opportunity for higher education or professional education, we can expect that there would not be much unrest in the University campuses. It is likely that the standards would also increase because of the interests shown by the students towards their studies.

There is a counter argument to the above saying that these entrance examinations are mere duplication of the examinations which were already conducted by the examining bodies. No doubt, there is criticism for and against the entrance examinations. The administrators of the Universities are not very happy because these entrance examinations are some times becoming important cause for the turmoil in the Universities.